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ABSTRACT

In the Spring of 1969, Bethany Nazarene College started an intensive self evaluation effort, called the Ten-Year Advance Study. Part I of the report, the Study Design, was published in October 1969. This study, Part II, relates the study activities, the methodology, and sources consulted. The effort involved over 120 administrators, faculty, students, and members of the board of trustees. Seven study committees reviewed local practices, as well as trends in the literature and on other campuses. The areas of study were philosophy and objectives of the institution, instruction, students, faculty, physical facilities, business and finance, and administration. A resources committee collected and indexed 254 books, 366 articles, over 200 microfiche, college catalogs and self studies from 70 schools. In addition, study committees utilized data from 14 locally developed questionnaires. Five consultants assisted in one day workshop sessions. The study procedure, comments on the year's experiences, and an appendix citing useful data sources are included. (Author/AF)

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INSTITUTIONAL SELF-ANALYSIS AND LONG-RANGE PLANNING IN A SMALL LIBERAL ARTS COLLEGE

PART II--STUDY PROCEDURE

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BETHANY NAZARENE COLLEGE

BETHANY, OKLAHOMA 73008

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I. INTRODUCTION

The need for systematic and continuous evaluation and review of all phases of the college enterprise is increasingly being recognized. Current literature in higher education reflects a preoccupation with analysis and planning by the many sectors of the college community. Current trends are reminding the small liberal arts college that its very survival may depend upon sound institutional planning.

The faculty, administration, students, and members of the Board of Trustees of Bethany Nazarene College (BNC) are becoming more aware of the need for sound planning and continual renewal. An intensive self-evaluation effort, called the Ten-Year Advance Study, was launched in the Spring of 1969.

A first report, entitled "Institutional Self-Analysis and Long-Range Planning in a Small Liberal Arts College, Part I--Study Design," published October, 1969, detailed planning stages and the full characteristics of the design for conducting the study. A summary is presented in Section II.

The present report will relate the study activities, methodology, and sources consulted. It grew out of a need to objectively analyze the accomplishments of the first year of study (Phase I). A future report will be concerned with findings and recommendations of the Ten-Year Advance Study.

II. SUMMARY OF STUDY DESIGN

Background

A comprehensive study design was developed in order to integrate and coordinate activities of over 120 administrators, faculty members, and students. Developed and presented through the systematic concepts of Program Evaluation and Review Technique (PERT) and Crtical Path Method (CPM), this design provided for continuous control of the study effort.

A thirty-seven member study committee gave guidance to the initial efforts by defining the study scope, sequence, and priorities. Study design guidelines included the following four points: (1) the need for total faculty and administration involvement, (2) the need for student involvement, (3) the consideration of time demands of the participants, and (4) the establishment of priorities to be considered in the design as well as in the study process.

Committees

The design called for the formation of seven major study committees, a resources committee, and the maintenance of the steering committee. To coincide with the grouping of study topics, the seven committees were Philosophy and Objectives, Instruction, Students, Faculty, Physical Facilities, Business and Finance, and Administration.

The resources committee was responsible for the collecting and cataloging of essential data to be utilized by the several committees in reviewing the practices and trends described in the literature and

found on other campuses. Bulletins, catalogs, institutional self-studies, reviews of periodicals and journals, relevant books, and selected Educational Resources Information Center (ERIC) microfiche were located in a central study room in the library.

Reporting

In Phase I, the priorities established in the design were to be implemented through a system of sequential reporting. The philosophy and objectives study committee was to present its preliminary report before the instruction study committee developed its preliminary report. The instruction study committee's preliminary report was to be presented before the students study committee developed its report. This reporting pattern was designed to follow through all seven study committees.

Through such a procedure, the institutional posture as defined by the philosophy and objectives study committee would be clarified before an instructional program to implement that philosophy would be described. The instructional program would relate to students and would be defined before faculty to implement that program would be described. The physical facilities to accomodate the faculty and students would flow from the needs of the instructional program. The financial structure would relate to the total financial needs of the institution. Finally, an administrative structure would be developed consistent with the other six areas.

Summary

A plan has been adopted by BNC to study practices and procedures on that campus and at other institutions and to suggest changes to be implemented over a ten-year period. The entire faculty and administration, and many students are involved in this two-year study. Study topics were grouped in seven areas, each area assigned to a study committee. In the first year all committees developed preliminary reports and reviewed all reports. The second year's activities are designed to include refinement of reports, development of short and long term recommendations, and compilation of the final report.

III. COMMITTEE ACTIVITIES

The central focus of the current report is on the activities of the first academic year of study effort (Phase I). The report will be limited to descriptions of activities, leaving the citing of findings and ensuing recommendations to a third report.

Steering Committee

Early in the planning stages of this study, a steering committee consisting of eleven members of faculty-administration and three students was appointed by the President from the members of the Ten-Year Advance Study Committee. This smaller group was to provide initial guidance in preliminary planning.

A first task of this committee was to assist in carrying out the objectives of a $500 workshop grant funded by the Oklahoma Consortium for Research Development. The approved proposal called for three

workshops, each carrying a different theme. The first was to deal with higher education in general and the role of the church-related liberal arts college. The second workshop was to provide opportunity to study behavioral and educational objectives. The final of this series was to emphasize institutional and individual research, including sources of funding and sources of relevant research reports. Consultants were selected and workshop agendas planned under the guidance of the steering committee. A more detailed account of consultant activity is presented in Section IV of this report.

The steering committee next turned its attention to the development of a design for the study. Again, a detailed account of the design and its history was presented in the first report of this study cited in the opening section. Through numerous informal sessions, three members of the steering committee developed the design. This was modified by the steering committee and presented to the total study committee for final adoption.

Once the comprehensive design for the study was adopted, each member of the faculty was involved by assignment to one of the study committees. Committee assignments were made on a plan that provided for at least one departmental or divisional representative on each study committee. Areas of special competence or interest were considered, when known. At this point, the role of the steering committee became one of maintaining contact with the study as it progressed. In this way, it could determine any need for design changes and begin processing change orders.

One of the early problems to which the steering committee turned its attention related to maintaining the established timetable. A part of the study design had specified reporting deadline dates for each of the seven study committees. Some committee chairmen expressed a need for additional time due to the involvement and complexity they felt their topics warranted. When considered absolutely essential, a committee was permitted to present a partial report on the due date. The contents of such reports were to describe the topics being considered, mode of attack, and preliminary results on completed investigations. All committees were required to file a complete report or an addendum to the preliminary report by a later date.

The Phase I timetable called for a reaction meeting by the thirty-seven-member study committee after every two preliminary reports were completed. However, experience indicated that two sessions were required to adequately digest and understand one report. This fact, coupled with certain committee chairmen's requests for additional study time, necessitated an alternate to the planned reaction meetings. This alternate plan is presented in detail in Section V of this report.

During the final months of the first year's study effort, additional funds for consultants were secured. The steering committee decided to utilize this money by selecting resource people who could review the study activities of the first year, point out omissions or duplications in study efforts, and assist in planning the next year's activities (Phase II). Accordingly, two consultants were selected and

scheduled for one-day conferences in April and May of 1970.

A final action of the steering committee related to modification of the study design for Phase II activities. While total involvement of the faculty in the study activities of Phase I was accomplished, this was done at the expense of other time commitments. The steering committee selected a plan for the second year whereby study committee chairmen are to assume more primary responsibility for conducting the research. This and other modifications are described in detail in Section VI of this report.

Resources Committee

The six-member resources committee included the Academic Dean, the chairman of the steering committee, the Head Librarian, the Assistant Librarian, one other library staff member, and one faculty member. The function of this group was two-fold: (1) to provide a working bibliography for each study committee, and (2) to provide resources on specific questions directed to resources committee members.

To effectively and efficiently discharge this function, study assignments were accepted by each member as summarized below:

1. Faculty member--Order ERIC microfiche and other pertinent government documents.

2. Steering committee chairman--Order materials which appear to be useful from non-standard sources such as foundations, educational associations, and national study committees.

3. Academic Dean--Compile general statistical material for the college and be responsible for references to educators in the field of higher education whose experiences could be useful.

4. Head Librarian--Compile a bibliography of book materials currently available in the library, order monographic works in print which could have high usefulness for the study, and provide a centralized location for assembling these materials in which they could be shelved adjacent to work areas for study committee members.

5. Assistant Librarian--Provide periodical and pamphlet bibliographies, obtain photoduplication copies and inter-library loans as necessary or feasible, collect catalogs and relevant studies from colleges with similar goals and aid in general library service for committee members.

6. Library staff member--Coordinate placement of resource materials in the designated resources room, maintain an index file on all material in that room, and assist in the preparation of bibliographies.

All relevant and current book titles in the area of higher education were withdrawn from regular shelves and placed in the resources room. Additional titles were added as requested by study committee members. Currently, a total of 254 titles are in this collection and ten titles are on order.

The Education Index from 1965 through 1969 was searched for appropriate articles under subject divisions appropriate to "students," "colleges and universities," specific names of private colleges, and other useful headings. A selective list of 366 articles found in periodicals in the college library was distributed to all study committee members. Additional articles were ordered on inter-library loan as requested.

Letters requesting catalogs, master plans, and self-studies were sent to 110 accredited private and public colleges and universities. Useful responses were received from seventy schools and were

placed on file in the resources room.

The Academic Dean's office supplied twenty-five self-studies and accreditation studies which were placed on file. A total of 229 microfiche reports was selected and ordered from the ERIC system. A print-out of titles, classified by subject, was distributed to all study members. An initial, lengthy bibliography was augmented with monthly supplements throughout Phase I (current school year) study efforts.

The appendix of this report presents a highly selected listing of data sources. This material was frequently cited in study committee reports as being particularly helpful.

Study Committees

Although the list of study topics varied according to the assigned subject, each committee received from the steering committee similar instructions on methods of procedure. Essentially, each committee was asked to: (1) establish a final version of topics for study, (2) keep records of activities, (3) maintain informal contacts with other committees as needed for effective work, and (4) handle the emergence of sensitive information in consultation with the President.

To organize for effective procedure, the following steps were suggested:

1. Establish one subgroup to study present local conditions and procedures.

2. Establish another subgroup to study practices and trends elsewhere, with an eye to ideas for improvement locally.

3. Develop a report on the conclusions of the sub-groups, to go into a preliminary group report.

4. Write a preliminary report following this format:
   1. Introduction (topics covered, subcommittees)
   2. Procedures and resources used
   3. Description of present conditions and practices
   4. Description of other conditions and practices
   5. Recommendations

Most committees followed the suggested steps quite closely in getting the study underway. The subcommittees studying trends and practices elsewhere as appropriate to their assigned study topics relied heavily on material collected by the resources committee.

The subcommittees studying conditions on the local campus undertook their assignments in several ways. Some studied recent statistical data on such matters as finance, enrollments, and building utilization. Printed descriptive material including catalogs, self-studies for accreditation, and departmental reports was considered by some. Finally, many study groups found it expedient to develop their own questionnaires and send them to appropriate members of the college community and to conduct personal interviews with key personnel in order to amass an adequate data background.

In general, analysis of data gathered by their two subcommittees was carried out similarly by each of the seven study committees. The preliminary reports tended to follow the suggested outline. There was a common thread running through each committee's work. Many general and some specific references were made to constraints and frustrations experienced by study committee members regarding time allotments. There did not seem to be enough time to develop the study as

extensively as many felt their topics warranted.

Philosophy and Objectives

This study committee, scheduled to report first, began with an analysis of the printed philosophy and objectives of the institution. Committee members considered the college objectives grouped (1) as a Liberal Arts College, (2) as a Christian College, and (3) as a Nazarene College. A philosophical perspective was developed from which refined objectives of the institution were drawn.

The essential thrust of this committee's task seemed to lend support to confining its study to institutional philosophies and objectives peculiar to colleges of the Church of the Nazarene. Thus, catalogs of other "sister" institutions within the Church of the Nazarene were reviewed as well as a document on a philosophy of education. That document, "A Philosophy of Education for the Church of the Nazarene," prepared by The Commission on Education and adopted by the General Board on June 20, 1952, provided the background for the official church position.

Instruction

The first meetings were devoted to consideration of trends in instruction throughout the nation. Eight areas of instruction were selected as being particularly in need of study on this campus:

1. Scheduling and registration procedures
2. General education
3. Classroom instruction
4. Individualization of instruction
5. Instructional resources

6. Student achievement
7. Needs of a varied clientele
8. Departmental analyses

Within this topical assignment, an analysis of the local situation and a consideration of national trends were undertaken. Each committee member accepted one or more of the areas for individual study and reported results to the study committee as a whole.

Recent changes in scheduling and registration were reviewed. Consideration was given to these changes in light of noted trends toward computer-assisted procedures. Needed modifications in the local procedures were presented to the committee.

A primary data source for the group considering general education was the printed general education requirements in forty selected college catalogs. Identified trends of the catalog survey, coupled with members' knowledge of general education requirements provided the basis for recommended changes and considerations.

Classroom instruction was approached from two points of view: (1) faculty alertness as evidenced by attendance at professional meetings, personalized study and research, and motivation toward self-improvement, and (2) methods of instruction such as team teaching, tutorial programs, and the use of various media. A sample of seventy-two professors in eighteen colleges was polled to assess faculty alertness as defined above. Selected faculty handbooks were reviewed to determine the institutions' role in promoting alertness.

Professional journals and books were reviewed to identify trends in instruction. All teachers on the BNC campus were surveyed

concerning their teaching methods. The instrument, eliciting an 80 percent response ratio, assessed teaching methods, professional meeting attendance, preparation time, and the use of audio-visual equipment in teaching.

The subgroup considering individualization of instruction relied primarily on the current literature. Although recent faculty action regarding "directed study" courses was cited, recommendations were based on trends seen elsewhere.

Considered under the topic of instructional resources were audio-visual equipment, computers, and the library. Recommendations were based upon a comparison of reported trends with practices seen at BNC.

The question of student achievement was attacked via a study of grading practices in various schools. This detailed study (1) reviewed catalogs of forty-nine schools with traditional grades and catalogs of seventeen schools which had tried pass/fail courses, (2) considered reports of experiences with pass/fail courses at Brandeis and Princeton, (3) surveyed reports from selected schools dispensing with grading systems, and (4) analyzed grade distributions from selected institutions, including BNC.

Researchers investigating trends and local practices in the area of clientele needs divided this area into eight topics: sub-baccalaureate programs, honorary degrees, pre-professional and technical training, adult education, night classes, institutes, correspondence study, and interinstitutional cooperation. For five of

these topics (subbaccalaureate programs, vocational training, adult education, institutes, and correspondence study), a comparison was made of the offerings of ten schools similar to BNC in size or objectives. Suggestions and recommendations were developed from this study.

A departmental analysis form was developed and each department head was asked to respond in terms of his department's achievements and needs. This analysis form offered the following points for consideration:

1. The present status of the department. Under this heading were included such items as number of staff members, professional alertness of staff members, number of courses offered, number of majors and minors, adequacy of equipment available, adequacy of library resources, and peaks of excellence in the department.

2. Main trends in the field elsewhere in the nation.

3. Indications of departmental progress in the last five years.

4. Plans for future improvement. This topic was subdivided into plans which could be realized with present staff and resources and recommendations which would require additional support.

An analysis summary was presented from which recommendations were drawn.

Students

Following the guidelines set forth by the steering committee, the committee studying students divided into two sub-groups (local practices and trends elsewhere). The complete subject was then divided into nine areas:

1. Student recruitment, selection, retention

2. Student activities--academic, religious, social, athletic, recreation

3. Composition of student body--number, denominations, minorities

4. Student services--housing, boarding, counseling, health, discipline, placement, jobs

5. Participation of students in college affairs--student government, planning, college operation

6. Student publications

7. Financial aids--employment on campus, loans, assistantships, scholarships, grants for student aid

8. Educational needs of student clientele

9. Intervarsity athletics

A principal source of data for the group studying trends elsewhere was a questionnaire sent to approximately ninety schools. Questions assessing the schools' activities and student involvement in each of the nine areas were included in the questionnaire.

One group reviewed local data in the form of (1) published materials (catalogs, handbooks), (2) constitutions and by-laws of organizations, (3) enrollment data, and (4) local surveys of food services, placement services, and student publications.

Faculty

The complete list of topics assigned to this study group was re-classified under three main headings with appropriate sub-headings:

1. Climate of Work
   A. Faculty development
   B. Faculty recruitment

C. Faculty involvement and orientation
D. Retention and tenure

2. Faculty load
   A. Faculty involvement and work load on campus
   B. Off-campus involvement

3. Faculty role
   A. College policy determination
   B. The relation to academic freedom
   C. Professional organization activities

Three major committees were formed to research material appropriate to the topics. Each group then reviewed catalogs, handbooks, self-studies and other sources of data to identify trends elsewhere, and initiated appropriate procedures to collect data relative to practices here at BNC.

Student members of the study committee on faculty developed and administered questionnaires to students. These instruments sought opinions regarding student-faculty relationships and faculty qualifications and effectiveness.

A comprehensive faculty load study was undertaken as a subcomponent of this study effort. The questionnaire, eliciting a 95 percent response ratio, queried faculty time involvements in off-campus activities as well as on-campus commitments. The section on on-campus load involvement, tabulated for this report, described the average clock hours per week classified by the following categories:

Grand total
Instruction
Committees
Counseling
Sponsorships
Administrative responsibility
Campus functions
Scholarly activity

In-service growth
Planning and development
Public relations
Miscellaneous

Physical Facilities

To begin to attack the topics listed under this heading, this study group first made an assumption regarding the projected enrollment at BNC in the year 1980. The assumption, made after preliminary study and consultation, set a projected Full Time Equivalent (F.T.E.) student number at 2,000.

Once this assumed enrollment figure was established, a questionnaire was developed and addressed to department heads, administrators, and directors of auxiliary services such as campus security and food services. Requested information was to be based upon the assumed student body level and included: (1) departmental needs to meet this projection, (2) physical facility needs (office, teaching facilities) based upon the same assumption, and (3) recommended new or expanded auxiliary service needs and their implications on facility planning.

Other data collected by the resources committee were consulted as they related generally to the topics studied. Recommendations related to utilization of facilities, condition of facilities, and anticipated needs in ten years.

Business and Finance

Topics assigned to this study committee were grouped under six headings:

1. Sources of income
2. Management of resources
3. Budget setting and control
4. Trends in sound business practices
5. Data processing
6. Administration-student council relations

Within each category, considerations were given to trends off-campus as well as practices at BNC.

The study also reflected a concern for achieving and maintaining a desirable cost-income balance. Four basic approaches to achieving this balance were considered:

1. Development of increased income
2. Modification or elimination of some college objectives
3. Consideration of less expensive means of achieving objectives
4. Combination of the above

In addition to the available resources, two mail surveys were employed. One, addressed to the Student Council Presidents of other Nazarene colleges, requested data on the source of Student Council funds and the procedure for handling such funds. The other survey was sent to data processing managers in Oklahoma colleges and universities. It attempted to assess types of computer applications and costs.

As components of this study several different procedures were employed. Budget and income analyses were conducted. The Student Council's financial relationship with the college was reviewed. Salary information was collected from selected colleges and public schools. An analysis of selected business practices was undertaken. Finally, available data were utilized in the development of recommendations.

Administration

Assigned topics for this committee's consideration were grouped into two main areas:

1. Administrative organization--role description, communication channels, structure for administration

2. Administrative process--practices, provisions for change, faculty and student involvement

To assess "organization" considerations, the committee analyzed administrative structures, charts, and schemata of other colleges as well as that of BNC. Printed data sources were utilized in this part of the study.

The "process" considerations seemed to imply a direct knowledge of operational aspects in the organization. In this light, much activity was centered around data collection from faculty members and administrative officers. A questionnaire was prepared to determine: (1) changes in duties associated with a given office or standing faculty committee, (2) respondents' opinions on needed changes of duties or functions, and (3) opinions on the number and adequacy of the committee meetings, where appropriate.

In assessing local practices, the questionnaire was presented to all members of all standing faculty committees, the Graduate Council, all divisional chairmen, all department heads, and the library staff.

To broaden the base from which recommendations were made, all data gathered by the survey and by the extensive literature review

were related to the institution's philosophical orientation, its historical perspective, and a comparative study of similar schools.

IV. CONSULTANTS

Allen O. Pfnister

Dr. Pfnister, Professor of Higher Education at the University of Denver, Denver, Colorado, was on this campus Wednesday, October 29, 1969. The day's schedule included a breakfast meeting with division chairmen, a morning session with the steering committee, an open-schedule time whereby any students or staff members could informally discuss problems related to the study, and a presentation to the entire faculty and involved students. A dinner session with study committee chairmen concluded the day.

The central focus of this day was on trends in higher education in general, with special emphasis on institutional self-analysis and the role of the smaller liberal arts college. Dr. Pfnister's address to the faculty dealt with current trends and problems in higher education and cited cautions to be considered when undertaking a self-study. Small-group and informal sessions with the consultant served well to launch the study and more clearly define the task.

Roy T. Maxwell

The second workshop session was held Friday afternoon and Saturday morning, October 31 and November 1, 1969. Dr. Maxwell, Director of Research and Development, East Central State College, Ada, Oklahoma, presented material on the development of objectives in

higher education and the use of ERIC system. Both the Friday afternoon and the Saturday morning sessions were open to all faculty members and interested students.

Dr. Maxwell related much of his presentation to the Ten-Year Advance Study effort, especially the report of the committee studying philosophy and objectives. The need was cited for (1) clearly defined and understood objectives, and (2) good interaction between study committees.

Bryant Ledgerwood

Professor Ledgerwood is Director of Institutional Research and Development at Oklahoma College of Liberal Arts, Chickasha, Oklahoma. All involved in the study were invited to an open session Friday afternoon, November 14, 1969. Mr. Ledgerwood presented his experiences in institutional research at O.C.L.A. and exhibited data upon which planning decisions are made. His advice in relation to the current study included (1) be sure no major areas are omitted, (2) plan carefully, (3) be conscious of time constraints, and (4) be prepared for much boring detail labor.

Larry Hayes

Dr. Hayes, Director of Research for the Oklahoma State Board of Regents staff, is project supervisor of the Oklahoma Consortium on Research Development. On Saturday morning, November 15, Dr. Hayes presented material on research possibilities, plans for cooperative action among institutions of higher education in Oklahoma, and his

reactions to the self-study. This one session was open to all faculty members and students involved in the study. This was largely a question-and-answer session in which participants explored such topics as trends in higher education in Oklahoma, the role of the O.C.R.D., intra-college cooperation on selected projects, and plans for a statewide information system among all colleges and universities.

Willis E. Snowbarger

Dr. Snowbarger, Executive Secretary of the Department of Education, Church of the Nazarene International Headquarters, Kansas City, Missouri, was invited to an all-day conference held on April 10, 1970. The objectives of this day's session were to (1) identify omissions in Phase I study activities, (2) gather suggestions for guidance of Phase II activities, and (3) discuss important issues in planning for Nazarene colleges.

Study committee chairmen met with Dr. Snowbarger for a breakfast session. An open session with members of the larger Ten-Year Advance Study Committee was followed by an informal question-and-answer session. An afternoon faculty meeting centered on issues in planning for Nazarene higher education. In a dinner meeting with the steering committee, problems relating to Phase II study activities were explored.

Allen O. Pfnister

At the time of this writing, a return engagement with Dr. Pfnister was being planned. The objectives of this one-day session

were to (1) evaluate the progress of Phase I efforts, (2) identify weaknesses or omissions in study activities, and (3) clarify and define the exact mode of approach for Phase II.

V. REPORTING AND DELIBERATION

Reaction Meetings

The original study design called for three general reaction meetings to consider committee reports and one final session to summarize Phase I and plan for Phase II. Two reports were scheduled to be considered by the Ten-Year Advance Study Committee as a whole in each reaction meeting.

Experience with the report of the philosophy and objectives study committee, the first to report, indicated that it required two reaction meetings to adequately understand one report. Noting this pattern, the steering committee recommended abandoning the schedule of reaction meetings. This recommendation was based on the projected volume of reports yet to be considered and the time demands on the study committee members. An alternate plan was developed which was based on certain observations:

1. An in-depth involvement over an extended period of time often is more conducive to critical and constructive thinking.

2. Frequently, telephone and appointment interruptions work to the detriment of the concerted group effort.

3. There was need for involvement by members of the Board of Trustees in the Phase I aspect of the study.

Workshop Session

The selected alternate plan to several reaction meetings was a single workshop session held Thursday evening, Friday, and Saturday, March 19-21, 1970. Quartz Mountain State Lodge, located about two hours' drive from the campus, provided a relaxed, informal setting free from interruptions.

The workshop was scheduled to be held two weeks after all study committees had distributed their reports. Each of the Ten-Year Advance Study Committeemen and all members of the Board of Trustees were invited. Participants in the workshop session included the college president and six administrative officers; five students; fifteen faculty members; and six members of the Board of Trustees, including the president.

Since this was to be a work session, all participants were instructed to read carefully all reports and be prepared to focus discussion on strengths, weaknesses, and recommendations. The workshop agenda was structured to provide a fast pace with emphasis on group dynamics. A buzz group technique was utilized to initiate discussion on the first three reports. About two hours were scheduled for each report with two unstructured general sessions into which specific items could be referred.

Informality was stressed through numerous means: (1) no neckties were allowed, (2) tension-breakers were used, such as a large electric bulb awarded to the session's "bright idea" person, (3) all meetings were held in the same room, and (4) tables were arranged in

an oval shape with an unassigned seating arrangement.

By early in the Friday session, the participants seemed accustomed to the discussion technique and were becoming comfortable in relating their views. During the Friday evening general session, devoted to two well-chosen referred topics, group cohesiveness was in evidence. Saturday sessions were equally well characterized by open, honest dialogue among all present.

All participants expressed the view that the weekend workshop had been a very productive experience. Channels of communication were clarified and utilized which resulted in better understanding among faculty, administrators, members of the Board of Trustees, and students. This understanding also extended beyond the scope of the study reports to nearly all aspects of the college enterprise.

VI. SUMMARY AND COMMENTS

Phase I in Retrospect

In an attempt to answer the question, "What has been accomplished in the year's effort?", a complete summary of all activities was undertaken. In abbreviated form, the following overview of activities is presented:

1. Planning time. The thirty-seven-member Ten-Year Advance Study Committee met four times before the adoption of the study design. The eleven-member steering committee met six times during the year. Meetings cited were only those in which pre-study planning was the major consideration. Each meeting lasted approximately two hours.

2. Data collected and analyzed. The resources committee collected and indexed 254 books, 366 articles,

college catalogs and self-studies from seventy institutions, 229 microfiche titles, and other data as needed. Additionally, questionnaire surveys were undertaken by some study committees. A tabulation is presented below, summarizing content of questionnaires and classified by the originating study committee.

A. Local surveys

Instruction study committee: (1) professors' teaching methods, professional meeting attendance, use of audio-visual equipment, and preparation time; (2) departmental analyses, status, progress, and plans of department heads

Student study committee: (1) food services; (2) placement services; (3) student publications as viewed by students

Faculty study committee: (1) student opinion on student-faculty relationships; (2) faculty load survey

Physical facility study committee: (1) departmental needs, facility needs, and recommended service expansions as seen by department heads

Administration study committee: (1) analysis of duties of all standing faculty committees, department heads, division chairmen; (2) analysis of library administrative structure

B. Surveys of other agencies

Instruction study committee: (1) faculty alertness (professional meeting attendance, study and research, and self-improvement)--seventy-two professors in eighteen schools

Student study committee: (1) school activities offering student involvement in nine selected areas--ninety selected colleges and universities

Business and finance study committee: (1) student council fund handling--all student council presidents of other Nazarene colleges; (2) use of data processing equipment--all Oklahoma colleges and universities

3. Dollar costs. The following is a rough tabulation of estimated additional costs. The institution absorbed many expenses such as staff and secretarial time and the cost of library materials. Additionally, countless man-hours of faculty time were donated.

consultants	$ 675
week-end workshop	865
ERIC microfiche	150
supplies.	150
misc. (printing, etc.). . . .	500
	$2,340

4. Reporting and deliberation. Printed reports of all study committees produced a combined volume of approximately 900 pages. Two reaction meetings of two hours each duration were needed to consider one report. The week-end workshop agenda specified sixteen and one-half hours of planned group deliberation during the two-and-one-half days. All thirty-seven members of the Ten-Year Advance Study Committee were invited to the reaction meetings as well as to the workshop.

Comments Based on Phase I Experience

This section of the report may have been properly sub-titled "If we were doing it again. . ." It will outline topics which would probably receive different consideration or emphasis.

1. Begin the work of the resources committee at least six months in advance of the beginning date for all study committees.

2. Provide for a reduced teaching load for all study committee chairmen.

3. Watch more closely the data collection efforts of study committees to avoid duplication of efforts, especially in the form of survey instruments.

4. Centralize, in one person, a role defined as general study coordinator. This was identified in some fashion to be the chairman of the steering committee, but there was a lack of clearly defined responsibility and authority.

5. Refine and expand efforts to involve alumni and members of the Board of Trustees in the study.

6. Provide better committee task orientation for all members of individual study committees who were not more deeply involved in some other planning aspect.

7. Provide more secretarial assistance throughout the study. One full-time secretary would have seemed adequate.

8. Project the study at a less demanding pace for all participants.

9. Place greater initial emphasis on the value of the in-depth weekend involvement achieved in the workshop.

Phase II in Prospect

A central concern in closing the activities of Phase I has been the plan for Phase II. The adopted study design called for a two-year effort, and the steering committee has made very minor changes to that design as it described Phase I. However, a few more extensive modifications are being considered for the second year.

The chairmen of the seven study committees will assume an expanded role in Phase II. Primary responsibility for data collection and analysis will be placed in the chairmanship with the committee members serving more as a "sounding board" for more refined ideas. The steering committee composition will be enlarged to include all such subcommittee chairmen.

The chairman of the steering committee will spend much of the summer in "hard data" collection and tabulation. Several committees noted the need for additional data in the form of local statistics, charts, and trend projections.

The identified strengths of the in-depth workshop experience are being considered for implementation.

There seem to be advantages weighing heavily in favor of extending the Phase II scope and depth of investigation into a two-year project (making a Phase III effort). This would provide a more relaxed pace for all study participants and permit adequate time for research and discussion. It would also permit time for the established administrative and faculty committee machinery to review and discuss recommendations coming out of the study.

Finally, efforts will be made to promote better communication among all faculty members in relation to all study efforts. The total impact of the Phase I activities needs to be better understood. A stronger, more positive sense of direction for Phase II should be developed. However, a common unity, engendered by a dedicated sense of commitment and reinforced by the close working relationships in this year's activities, should serve well in the year ahead.

APPENDIX

USEFUL DATA SOURCES

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Columbus, Ohio

Chico State College
Chico, California

David Lipscomb College
Nashville, Tennessee

Drury College
Springfield, Missouri

Eastern Nazarene College
Wollaston, Massachusetts

Emory College
Atlanta, Georgia

Florida Presbyterian College
St. Petersburg, Florida

George Peabody College for Teachers
Nashville, Tennessee

Harding College
Searcy, Arkansas

Indiana Central College
Indianapolis, Indiana

Kansas State College of Emporia
Emporia, Kansas

La Verne College
La Verne, California

Mississippi College
Clinton, Mississippi

Northeastern State College
Tahlequah, Oklahoma

Oberlin College
Oberlin, Ohio

Oklahoma Baptist University
Shawnee, Oklahoma

Oklahoma City University
Oklahoma City, Oklahoma

Oklahoma College of Liberal Arts
Chickasha, Oklahoma

Oral Roberts University
Tulsa, Oklahoma

Pepperdine College
Los Angeles, California

Phillips University
Enid, Oklahoma

Rockhurst College
Kansas City, Missouri

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